



ELL Tutor Training Contents

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*Adapted for Whatcom Literacy Council from
“Teaching English Language Learners: A Handbook for Volunteers”
Developed by Literacy NOW (Literacy Network of Washington)
A Division of Tacoma Community House*

ELL Tutor Training Goals:

- Answer questions about the tutoring process
- Discuss goal setting, tutoring techniques and lesson planning to help you get started
- Share available tutoring resources
- Begin building strong collaborative relationships between WLC staff and volunteers

Tutoring Procedures

The Matching Process:

The matching process takes time and coordination to pair waiting learners with tutors. Program coordinators take many factors into consideration when matching tutors and learners including availability schedule, preferred location, personality traits, work experience, personal interests, etc. When a possible match is found, the coordinator will send a learner profile to the tutor for review. At that time the tutor has the choice to take the next step forward in the process or wait for another potential learner. Once the tutor has agreed to a match the coordinator proposes a schedule and location to the tutor and learner which often requires many phone calls and e-mails. We appreciate your patience and flexibility during the matching process!

The First Meeting:

For the first meeting no lesson plan is required, as this is a time to meet, exchange contact information and review learner goals. Depending on how much tutor and learner have to discuss this session may take about 30 minutes. The ELL Coordinator is often available for the first meeting to make introductions. It is normal for a tutor to be a little nervous prior to the first meeting and it is important to keep in mind that the learner is often nervous as well. It is recommended that both tutor and learner bring pictures of their families and/or favorite hobbies to share as an icebreaker.

During the first meeting it is helpful for the tutor and learner talk about what to do if an emergency comes up and the learner or tutor need to cancel. If the learner needs additional vocabulary and practice to make this type of phone call, this is a possible topic for an upcoming lesson. Make sure to confirm your next meeting time and on-going tutoring schedule. It often helps to have copies of a calendar for the tutor and learner to fill out together. You can find calendar templates online or we have a hard copy at our office.

Monthly Reporting:

Each month we ask you to fill out a report about your tutoring work. You will need to provide information about learner goals set and met, and hours spent in tutoring, preparation and travel. The report is also a great opportunity for you to update the ELL Coordinator and ask questions about materials to use or bring up issues you may be having. The information provided in the reports is crucial as it helps our agency report to our funders so that we can continue to do the work that we do - training and supporting tutors in Whatcom County.

Please fill out the required monthly online tutor report which you can find on our website Resources tab, *Tutor Toolbox* at: www.whatcomliteracy.org/tutors_ell.html

On-going Support:

The ELL Coordinator is available for on-going support for tutors as needed. If you have questions about lesson planning, resources or would like to trouble shoot an issue you are having please contact the coordinator by e-mail, phone or set up an appointment to meet in person.

Tutor Code of Conduct

As a Whatcom Literacy Council one-to-one tutor I will . . .

- be reliable and dependable
- show respect for all learners, volunteers and staff
- maintain a professional appearance
- respect the privacy of learners by keeping all personal information confidential
- meet learner in a public location
- be on time for tutoring
- call learner to cancel if there is an emergency
- limit cell phone calls during tutoring sessions to emergencies only
- not bring children or family members to tutoring sessions
- not have learner ride in my vehicle or ride in learner's vehicle
- not accept gifts from learner of more than \$10 in value
- be open to feedback concerning tutoring
- remain in regular contact with my program coordinator by completing a monthly tutor report
- contact my program coordinator if I have any problems with my learner or my responsibilities

Goal Setting

Teaching the Adult Learner: Appropriate Material

Maximum learning takes place when the material suits the immediate goals of the learner. Adults will not remember material unless it is:

- Practical
- Meaningful
- Related to their experiences
- Has application to their daily lives

Simply put, we learn what we need to learn.

Assessing Your Learners' Goals

In tutoring, we focus on learner goals to determine what topics, materials and activities will be covered. Using a variety of informal assessment approaches, the program coordinator and tutor can learn more about a learner's daily activities, find out his or her speaking, listening, reading and writing abilities, and find out what the student wants to learn.

My English Goals

What I want to do with English.

Think about the topics that are important in your life. What do you want to be able to do with your English skills? Write your goals on the chart.

Life Skill Topic	Speaking and Listening	Reading and Writing
1. Employment		
2. Health		
3. Education or Training		
4. Family and children		
5. Housing		
6. Telephone		
7. Transportation		

8. Community Life and Services		
9. Shopping, Banking		
10. Media . TV, Radio, Newspapers		
11. Technology, computers		
12. Other:		

Choose 2-3 of the goals that are the most important to you. Use your work above to complete the sentences.

I want to improve my _____ in order _____.

I want to improve my _____ in order to _____.

I want to improve my _____ in order to _____.

What I KNOW	What I WANT to know	What I LEARNED

Checking for Progress

1. This week I studied...

2. This week I learned...

3. This week I liked...

4. This week I didn't like...

5. This week I used my English in these places:

6. This week I spoke with these people...

7. This week I had difficulties with...

8. I would like to know/work on...

9. My learning and practicing plans for next week are...

Portfolios



One way for you and your learner to keep track of your progress is to keep a portfolio. Every month, you and your learner can put new materials into the folder and review previous work. As time goes on, compare new work with old, reflect on accomplishments and modify goals. Make sure to date everything in the portfolio.

Sample Contents of a Portfolio

Goal Setting

- List of goals
- Goal maps
- Checklist of steps toward goals
- Anecdotes about successes

Samples of work

- Vocabulary word lists
- Pronunciation word lists
- Idiom lists
- Spelling lists
- Samples of reading: stories, newspaper articles, recipes, etc.
- Samples of writing: grocery list, e-mail, etc.
- Journals

Other Information

- Log of feelings about reading or speaking (confidence, anxiety, etc.)
- Log of homework
- Certificates, awards
- Photos or mementos

Mapping

Mapping students' typical activities gives you background information on your students' lives. You can learn about their family, employment and community connections. They make good springboards for conversation as well as paint a picture of students' use and exposure to English. After a mapping activity, follow up by asking in which situations English is difficult to understand, speak, read or write. This information gives you contexts to plan instruction that directly connects to when and where your students use English.

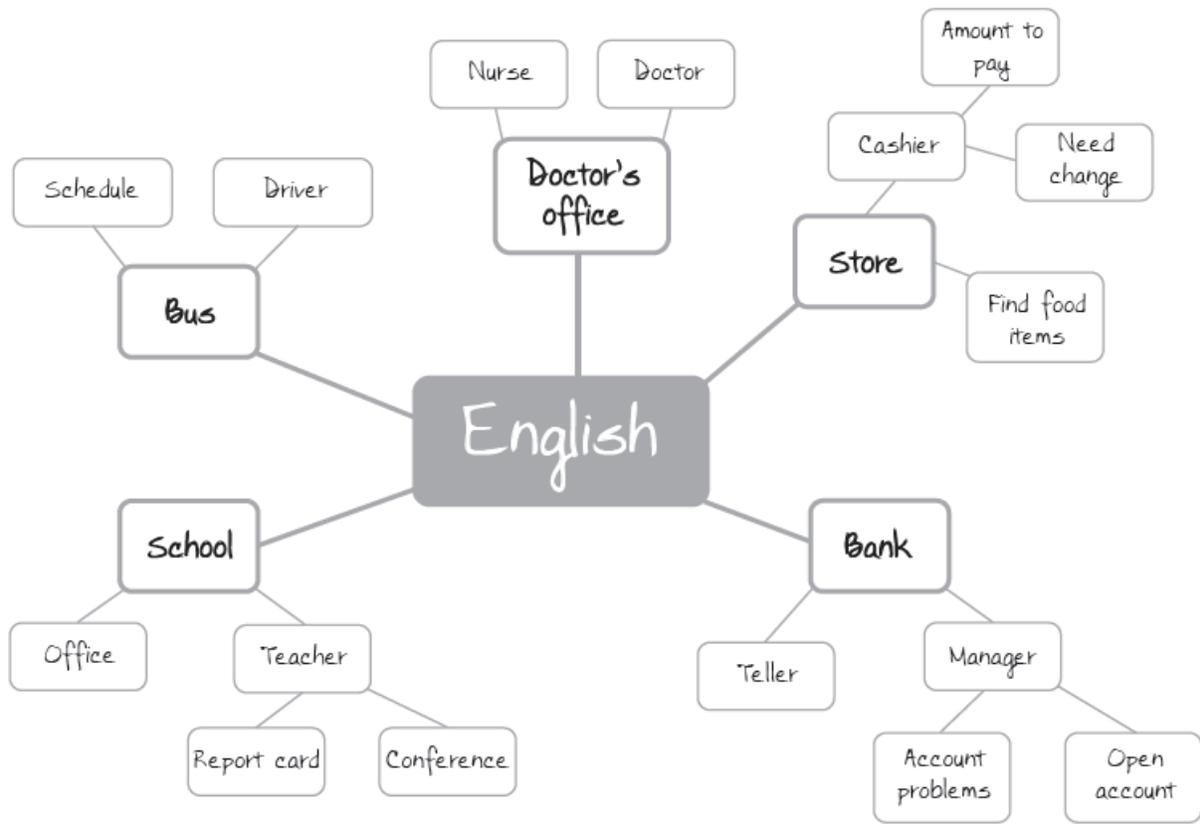
Some mapping topics are:

- A typical week
- The events in a typical year
- A day at work
- A floor plan of a house
- A map of the neighborhood
- A timeline showing past, current and possible future events
- A picture of the student's family or family tree
- Daily tasks at home

Drawn Neighborhood Map



Written Neighborhood Map



Dialogue Journals

Dialogue journals are like a conversation written on paper between the student and teacher. It provides a written record of the learners' current language ability which allows you to look at gaps or needs in grammar and vocabulary as well as their ability to represent ideas in writing and use of writing conventions and spelling. This activity can help you can gather information about family, work and community situations.

Dialogue journals are not corrected, per se. However, we model correct spelling and grammar in our responses. Apart from reading your students entries for content, make note of the following to address in future lessons.

- **Writing mechanics:** Writing on the line, word spacing, use of margin, letter formation, capitalization
- **Vocabulary**
- **Grammar**
- **Spelling**

Setting Up the Dialogue Journal

Give your students a prompt, ask a question, ask them to make comments, or give opinions on a topic:

“
*How was your weekend?
What did you do?*
”

Your students then respond in their dialogue journals:

*My weeken good.
I go store I hav party
my son birthday*

Tutoring Techniques

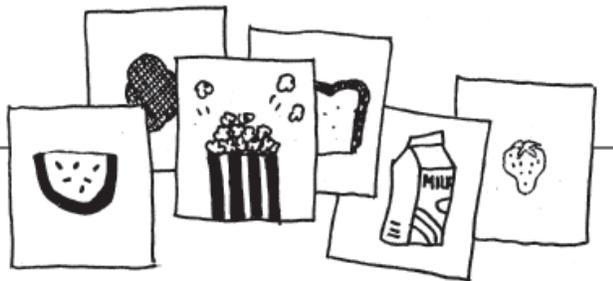
Technique	Level: Beginner, Intermediate or Advanced	Language: Listening (L) Speaking (S) Reading (R) Writing (W) Conversation (C) Vocabulary (V) Grammar (G)	Page Number
Visual Aids	Beg, Int, Adv	All	p16
Flashcards	Beg, Int, Adv	V, L, S, R, W	p17
Picture Stories	Beg, Int, Adv	All	p18
Total Physical Response (TPR)	Beg	V, L,S Extension: R,W	p19
All About Questions	Beg, Int, Adv	L, S, C, V, G	p23
Language Experience Approach (LEA)	Beg, Int, Adv	L, S, R, C	p26
Drills	Beg, Int, Adv	L, S, V, G Extension: R,W	p28
Dialogues & Role Plays	Beg, Int, Adv	L, S, R, W, V	p31
Scrambled Sentences	Beg, Int, Adv	R	p36
Sentence Strips	Beg, Int, Adv	R	p37
Reading Strategies	Beg, Int, Adv	R, W	p38
Engaging Multiple Intelligences	Beg, Int, Adv	All	p39
Field Trips	Beg, Int, Adv	All	p42

Visual Aids

Visual aids are the most useful and versatile tools you will use in teaching. Use pictures and real objects to teach vocabulary, stimulate conversation and provide practice of new language. Visuals provide color, variety and something tactile to be manipulated.

❖NOTES:

Examples of Visuals



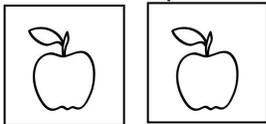
Flashcards

Flashcards are a great way to introduce vocabulary. A few tips:

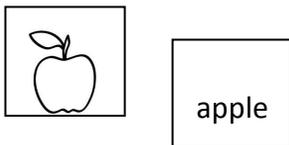
- Teach only a few new words per lesson (four to six maximum)
- Put content on each side (front to back) which allows for learner self study or use two separate cards to practice matching
- Use repetition – to make new words a permanent part of a learner’s vocabulary, they need to hear and use them over and over again through multiple lessons.

Ideas:

- Picture/picture for practice for pre-literates



- Word/picture



- Word/definition



- Word/word in native language



- Sequence words



Matching Game (Concentration or Memory):

Prepare a set of 5-10 matched pair cards. After you’ve introduced the cards and are ready to practice, turn all cards face down. The learner and tutor take turns turning over two cards at a time. Have the students say the word on each card. If they get a pair, have them use the word in a sentence and they keep the pair. If the pair isn’t a match have them put the cards back face down. The person with the most pairs wins.

Picture Stories

There are ELL textbooks available that provide picture stories or the tutor or learner can draw simple sketches about a relevant topic to create a picture story.

Procedure:

1. For beginners prepare learner with vocabulary flashcards for story
2. Tutor shows pictures & tells the story, learner listens
3. Make a copy of the picture story to cut up so learner can practice putting picture cards in order from first to last
4. Introduce sentence strips with text from the story. Tutor reads sentence by sentence, learner repeats
5. Learner copies text into notebook
6. Learner reads story silently and circles new words, underlines words for pronunciation practice
7. Tutor answers questions about new words and provides pronunciation modeling
8. Scramble sentence strips & pictures - learner matches and puts in order
9. Learner reads story aloud
10. Learner looks at pictures and practices telling story from memory
11. Spelling test for key vocabulary and/or phrases

Additional activities:

- Comprehension questions - see question hierarchy
- Tutor and learner write true/false statements about the story
- Act out the story
- Dialogue/Role play related to the theme of the story
- Have the learner write what would happen next in the story

Picture Story books available through the Whatcom County Library System:

- *True Stories* series, by Sandra Heyer
The series includes: *Very Easy True Stories*, *Easy True Stories* and more
- *English for Everyday Activities*, by Lawrence J. Zwier
- *Picture Stories*, by Fred Ligon

Total Physical Response (TPR)

A popular and effective approach to teaching language is Total Physical Response (TPR). Unlike methods which require students to verbally produce the language immediately, TPR asks students to understand and show comprehension by responding to a command with an action.

TPR can be used to teach absolute beginners almost anything you can demonstrate. It works best to teach vocabulary by subject: furniture, clothing and so on.

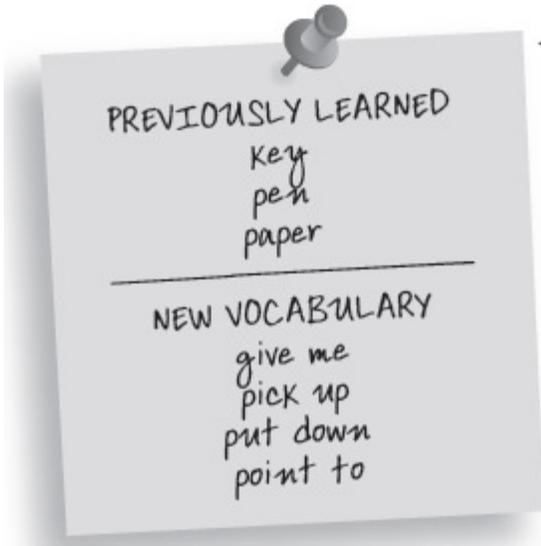


- ❖ **STEP 1: *Demonstrate***
The teacher gives a command and demonstrates it.
- ❖ **STEP 2: *Command***
The teacher gives commands and the students carry out the commands.
- ❖ **STEP 3: *Practice***
The teacher expands the complexity of commands.

TPR can be very simple or very complex depending on the level of the student. A beginning language learner may only go through step 2 until he or she is more comfortable with the language. At higher levels, students should be able to give and follow step 2 and 3 commands.

Choose a focus that you want to work on and gather any props or visuals that you might need. Remember that TPR is essentially a listening activity. The language is in the imperative, or command, form. Imperatives can involve your student in the learning process in a very non-threatening way.

TPR can be a fun and stimulating way to warm up, pick up the pace of your lesson, or just get your students to focus on language by giving one another commands.



Demonstrate

For beginners, combine words that students already know with new, carefully selected items.

As students observe and listen, the teacher performs and names the actions. Repeat the procedure for each action and noun:

“Pick up the paper. Pick up the pen. Pick up the key.”

Command

After demonstrating and repeating commands several times, the teacher turns to a student and gives the same commands. The teacher waits to see if the student will follow correctly. Students don't have to speak, just follow the commands. Repeat this step as many times as needed until the students follow the commands easily.

Practice

If students respond to commands with little confusion, increase the number of commands by adding a few nouns or verbs to your sequence. You could, for example, provide two-step commands such as “pick up the paper and the pen,” which increases difficulty but does not add to the burden of new vocabulary.

Extensions

For higher level students, make commands longer and more complex:

*“Go to the window that is next to the door.
If it's open, close it.”*

TPR can be a clear comprehension check which shows you that your student understands new vocabulary and structure:

*Show me the green pencil.
Now show me the blue pencil.*

TPR can be used to introduce, practice, or review language:

*Put the pencil in the book.
Put the pencil under the book.*

TPR can even be used as a literacy review. Rather than manipulating objects, the student can follow directions about flash cards:

*Put the "A" after the "e".
Put "apartment" next to "kitchen".*

By combining two or three commands, TPR can prepare your student for job situations and training programs:

*Before you fill out the form,
get a new pen from the box.*

Sample TPR Scripts for . . .

. . . Classroom language:

VERB		NOUN	
Stand up	Give me	The paper	The board
Sit down	Write on	The pen	The door
Pick up	Point to the	The book	The window
Put down	Close/Open	The eraser	

. . . Food vocabulary:

VERB		NOUN
Give me	Drink	Vocabulary for common foods, fruits, vegetables and drinks
Point to	Pick up	
Eat	Put down	

. . . Parts of the body:

VERB		NOUN	
Touch your	Point to your	Head	Mouth
Hold your	Open your	Eye	Leg
		Nose	Arm

. . . Prepositions:

VERBS	NOUNS
<ul style="list-style-type: none"> • Put the ____ on the ____ • Put the ____ under the ____ • Put the ____ behind the ____ • Put the ____ between the ____ and the ____ • Put the ____ in the ____ • Put the ____ next to the ____ 	<p>Any nouns you want to review. Include something like a box that you can put objects into.</p>

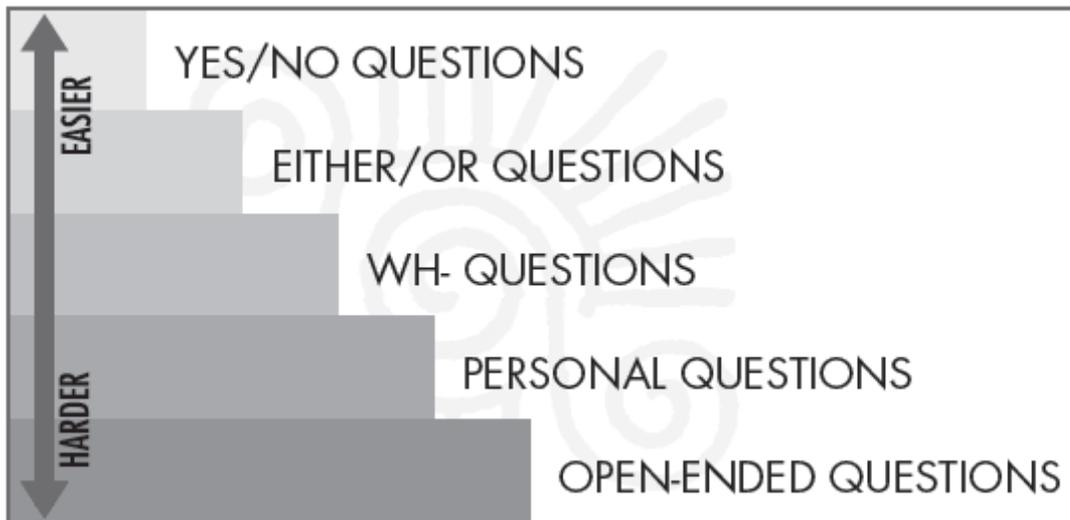
All About Questions

Questions are a natural way to stimulate conversation and check comprehension. With a series of questions, the students respond quickly, becoming accustomed to a grammatical structure or series of vocabulary words you have introduced:

- Is She Sitting?
- Is He Walking?
- Are They Cooking?
- What's He Doing?
- What're They Doing?
- What's She Doing?

The Question Hierarchy

Keep in mind the hierarchy of questions as you practice specific learning points and lead your student into conversation. Begin with the simplest - yes/no - questions and work your way down the hierarchy as far as your students' ability will allow you to go. These questions move from the simple and concrete to the more complex and abstract or speculative. They also can move from the general to the personal.



When you first meet your students, a question hierarchy serves as a simple assessment tool. Observe and listen to students. What kinds of questions are answered easily? What types of questions do students struggle to understand?

The question hierarchy will help in communicating with your students in any situation. If your students cannot understand a Wh-question (“where are you going?”), try instead to go up the hierarchy and use a yes/no question (“are you going to work or home?”).

Lower-level questions

Using the picture below, ask the following questions:

YES/NO QUESTIONS

- Is this the mother?
- Is the food on the table?
- Is there a spoon on the table?
- Is it morning?

EITHER/OR QUESTIONS

- Are they in the kitchen or bedroom?
- Who is cooking, the mom or the dad?
- Does she have long or short hair?
- Is she standing or sitting?

WH- QUESTIONS

- What is on the table?
- Where are the onions?
- How many people are in the kitchen?



Personal Questions

After warming up with the more impersonal questions about the picture, students may be ready to proceed to sharing personal experiences:

PERSONAL QUESTIONS
<ul style="list-style-type: none">• How many people are in your family?• In your house, who does the cooking?• Who works?• Where do you study?• Do you like quiet or noise/music when you study?

This method of questioning is an effective way of encouraging conversation. Higher level students can cope with more variables: they can not only describe or answer questions about one picture, but can compare and contrast several pictures.

Open-ended Questions

These require some conversational ability. They may look like Wh-questions, but they differ in the degree of speculative thinking required. Where the simpler Wh- questions remain on the level of factual reporting about the picture, the open-ended questions leave room for personal opinions and ask students to go beyond the concrete.

OPEN-ENDED QUESTIONS
<ul style="list-style-type: none">• Where was the mother before?• How does she feel?• What is going to happen next?

Language Experience Approach (LEA)

What is it?

- ❖ This is a technique where the learner tells you a story as you write it down.
- ❖ It is a powerful tool because it uses the learner's own story and life experiences.
- ❖ It can be used with all levels of learners – beginning, intermediate or advanced.
- ❖ It provides practice for listening, speaking, reading and writing.

Creating a Language Experience Story

- Ideas for LEA prompts: Describe your job, family, favorite hobby or memorable life event
1. Ask the learner to talk about something that is important to him/her. While the learner is talking, write down key words.
 2. After the discussion, have the learner tell you the story again, using the key words as a guide.
 3. Write the story as the learner tells it. When working with an English language learner rephrase the sentence to correct the grammar and then write the correct sentence.
 4. Re-read the story aloud to the learner, pointing to each word as you read it. Ask if there is anything the learner would like to add or change.
 5. This story can then be used to practice reading, vocabulary, pronunciation and more.

Suggestions for follow-up activities to LEA

- Flashcards: Make flashcards for the words from the story that the learner would like more practice with pronunciation, reading, writing, etc.
- Scrambled Sentences/Sentence Strips: Make word cards or full sentence strips to practice putting the words or sentences in sequential order.
- Picture Story: Work with the learner to draw pictures to illustrate the story.
- Fill-in-the-blank activity: Create a fill-in-the-blank activity by deleting every 5th to 10th word (depending on how challenging you'd like to make the activity). Then learner will be able to practice filling in the missing words orally or written.

Language Experience Approach continued: Learner Story by Manuel

LEA Prompt:

Are you working now?

Describe your job or a job you have had in the past.

LEA Story (Told by learner Manuel and written down by his tutor)

I am not working now. I am a student now. Before, I worked at a gravel pit making gravel. I

did a lot of different things at that job. I used explosives to make gravel, drove a service truck,

fixed machines. I liked that job. I liked moving around and working outside.

Tutor Training Follow-up:

If you were Manuel's tutor, how would you use this story and follow up activities to help Manuel practice vocabulary, pronunciation, reading, writing, listening and speaking?

Drills

Objective

Practice and reinforce vocabulary and grammatical structures.

Directions

There are four general drills: the *repetition drill*, the *substitution drill*, the *translation drill*, and the *chain drill*.

In each type, model a word, phrase, sentence, or question. Have the students repeat. Then use a cue to indicate what you want the students to say next.

Applying the Drills

The simplest drill is a **Repetition Drill**.

You say what you want the students to practice, then the students repeat after you.

“
Teacher: *I'd like chicken.*
Students: *I'd like chicken.*
”

To practice a new structure while expanding vocabulary, use the **Substitution Drill**. Model the first statement and have the students repeat it. Then cue the word to be substituted by saying the word or showing the picture. The students repeat the statement, plugging in the new word. When teaching how to do this drill, you act out both parts at first, or use two puppets.

“
Teacher: *I need a blouse.*
Students: *I need a blouse.*
Teacher: *Skirt*
Students: *I need a skirt.*
Teacher: *Dress*
Students: *I need a dress.*
”

To practice using different verb tenses and conjugations, use the **Translation Drill**.

Model a sentence and have the students repeat it. Then cue the change you want made (indicate a different time or person). The students repeat the sentence, changing the verb as needed.

“
Teacher: *I am eating.*
Students: *I am eating.*
Teacher: *He*
Students: *He is eating.*
Teacher: *They*
Students: *They are eating.*
Teacher: *Yesterday*
Students: *They ate.*
Teacher: *Later*
Students: *They will eat.*
”

To practice asking and answering questions and to practice vocabulary and structures with more than one student, use the **Chain Drill**.

Begin the chain with:

“
I'm going to the supermarket to buy rice.
”

The next person must repeat it and add an item:

“
I'm going to the supermarket to buy rice and oranges.
”

Variation: begin the chain by asking one student a question. The student answers, then asks the next student a question:

“
Tutor: *My name is Jody and I like oranges.*
Student 1: *Her name is Jody and she likes oranges.*
My name is Polly and I like apples.
Student 2: *Her name is Polly and she likes apples.*
My name is Hoa and I like rice.
”

Tips for use

- Be sure to use natural speed and intonation. The pace should be quick and evenly paced.
- Drills can be effective for practice, but can be boring or tiring if over-used. Five minutes of drills is generally quite adequate.
- Give your cues orally, or have pictures to point to as cues.

Dialogues and Role Plays

When learners need to communicate in specific situations, dialogues and role-plays are a natural way to practice speaking in a context for a specific purpose.

Dialogues

Dialogues are scripted conversations that respond to a clear purpose your students have for communicating. Your students may have told you that they want to interact at the post-office, call in sick or speak to their doctor. Some consist of a few lines:

“
Teacher: *Hi, how are you?*
Student: *Fine, thanks.*
”

Other dialogues may involve multiple exchanges:

“
Customer service: *May I help you?*
You: *I need to return this shirt*
Customer service: *Is this exchange or refund?*
You: *Excuse me?*
Customer service: *Do you want to change it for another one or do you want your money back?*
You: *I want my money back*
Customer service: *I need to see the receipt*
You: *Here you are*
”



- ❖ **STEP 1: *Set the scene***
Use pictures or drawings. Make it clear who is talking, where and about what.
- ❖ **STEP 2: *Model the dialogue***
Play both parts or recruit another student to help.
- ❖ **STEP 3: *Check comprehension***
What did they say? Why are they talking?, etc.
- ❖ **STEP 4: *Repeat***
Model the activity again if necessary.
- ❖ **STEP 5: *Teach the dialogue***
Line by line, teach the student the dialogue. Drill for pronunciation and accuracy.
- ❖ **STEP 6: *Practice***
Practice the dialogue with the teacher. Students practice in pairs.

Students may want a written copy of the dialogue if they read well. However, dialogues should be practiced and memorized, not read. If students want to see the written form for security, ensure that they also practice without the script. An alternative is to write the dialogue on the board to begin with but erase whole lines and words as students become more accurate.

Simple But Useful Dialogue Ideas

- Greetings, farewells (“Hello, how are you?”)
- Asking for street directions (“Excuse me, where is ... ?”)
- Introductions of people (“Tom, I want you to meet ... “)
- Inquiries for information (“Excuse me, can you tell me... ?”)
- Buying something (“How much is ... ?”)
- Classroom rituals (“How do you spell ... ?”)
- Making an appointment (“I need to see the doctor ... “)
- Reporting an emergency (“I need help!”)

Variations:

- Have your students create their own dialogues about any given situation. Have them write it as well as perform it.
- Have your students write a dialogue on the board, line by line. As students repeat and practice it, erase words randomly. They must remember the word to continue practicing. In the end, you have only a bare skeleton and the students have memorized the dialogue. Students can write the dialogue as well.
- Dictate the dialogue and have students write it down, or have them dictate the dialogue to you and write it on the board as you hear it. Students might also point out your errors.
- Write out and cut the dialogue into single lines. Give students the lines. Students arrange the strips to match the original dialogue.
- Give a copy of the written dialogue and remove some words. Students fill in what is missing or listen to you perform the dialogue and fill-in the blanks.

Role Plays

Role play is one way of practicing material before the student moves out of the classroom and tries out the new language and skills “for real.” Role play is different from dialogues because there is no set script to follow. Students read about their role and problem on a role-card and then act it out.

Procedure: Role Plays



❖ **STEP 1: *Set the scene***

Include students' world and personal experience:

“

*Has anyone been robbed? What happened?
What did you do? How did you feel?
What happens in the U.S. if there is a robbery?*

”

❖ **STEP 2: *Present the roles***

Provide role cards for the students.

❖ **STEP 3: *Make preparations***

Allow time for preparation as necessary.

❖ **STEP 4: *Perform***

Perform role-play. Teacher circulates and takes notes.

❖ **STEP 5: *Critique***

Provide feedback on errors and communication style from your notes.

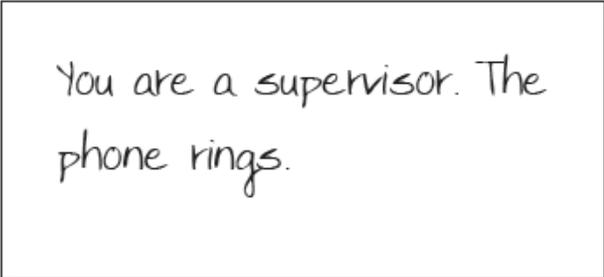
❖ **STEP 6: *Repeat the activity***

Repeat with a new partner; incorporate feedback.

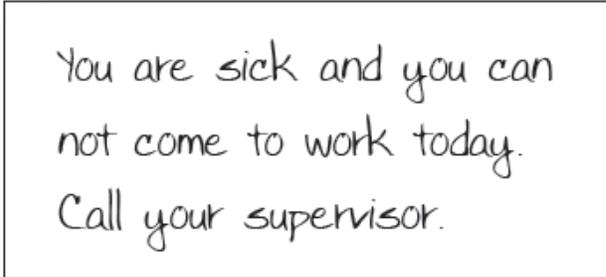
Role-plays make a good assessment. See if students are able to produce the appropriate vocabulary and structures you have already practiced to meet the communication purpose without prompting from you.

Possible Role Play Ideas

Use cards that describe the role of each participant:



You are a supervisor. The phone rings.



You are sick and you can not come to work today.
Call your supervisor.

- Buying stamps
- Asking directions
- Changing the time of class
- Applying for a job
- Visiting a doctor or dentist
- Meeting a neighbor

Variation

Work together with the learner to develop roles based on a picture cue. Some examples are a picture of a doctor and patient, or of a customer and a salesclerk at a department store.

Comments:

Role plays are intended to build student confidence in using English. It is important not to correct students' grammar during a role play. Note the difficulties students have and deal with those later.

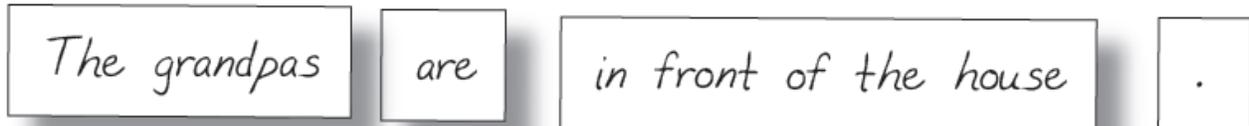
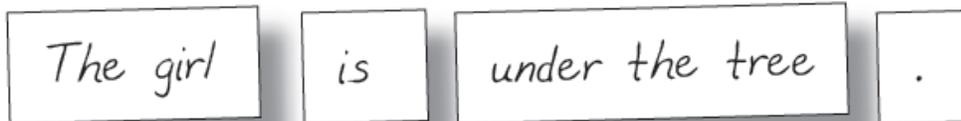
Scrambled Sentences

Objective: Practice sequencing words into sentences.

Directions

Prepare the cards ahead of time. Using sentences that are familiar to your learner, print one word on each index card and include punctuation.

Mix up the cards for each sentence. Put students in groups or pairs and have them put the words in order. Have the students read the sentence. (Ask other students if it is correct.)



Variations

- Write phrases (e.g., noun phrase, verb, object, prepositional phrase) on cards. Students assemble them into reasonable sentences.
- Ask the students to write one sentence and print each word on an index card. Ask them to mix up the cards and trade with each other. They can unscramble each other's sentences. Read sentences aloud and check for accuracy.
- Following the same procedure, write sentences from a familiar story or dialogue - one sentence on each strip of paper - and have the students put them in order. The students should read the story aloud. In a class, you can give each student one sentence and have them read aloud in order.
- For preliterate students, you can follow the same procedure using pictures. Picture sequences from the texts are useful for this.
- Questions and answers can also be scrambled and then matched.
- As words and phrases come up in stories or conversation, you can write them on slips of paper. The students can match them to a picture or spoken words.
- As a review or warm-up activity, the students can draw a card from a pile and use what they read in a spoken sentence or question.

Sentence Strips

Objective: Reinforce sight reading, check comprehension.

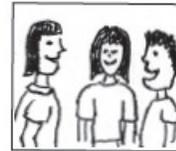
Directions

Once you and your students have done plenty of oral work with a story several sentences long, you can create a quick sketch to illustrate each sentence. Write each sentence on a separate slip of paper and have the students match sentence to picture. Then have them try to put the sentences in order without the picture cues. If the story has a definite sequence of events, make a sentence strip for each event and have the student put them in order.

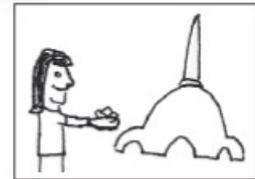
In Cambodia I liked New Years.



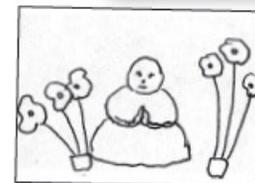
I visited my friends.



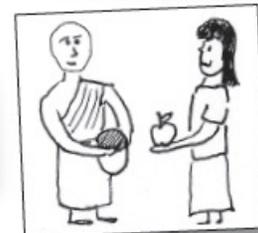
I took food and flowers to the temple.



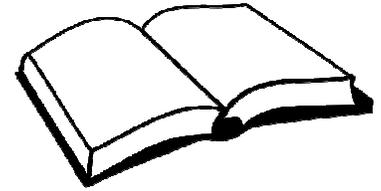
The flowers were for Buddha.



The food was for the monks.



Reading Strategies



1. Select the reading

- Discuss together: What is our purpose for reading the selection?
 - learning information about topic, keep up to date on current news, entertainment, to study a grammar point, etc.

2. Before-reading:

- Look at title and author
- Scan table of contents, headings, pictures, captions, bold words
- Read the first sentence of the text
- Make predictions:
I know that..., I want to know..., I feel ____ about this topic

3. During-reading strategies

- Visualize what is happening while reading
- Take notes or use sticky notes to mark text
- Use a highlighter or underline important words
- Continue to make predictions: I predict _____ will happen next.

4. Post-reading activities

- How does this topic relate to your life?
- I like/dislike this article because...
- I learned...
- I would have written this differently by adding or deleting...
- Practice new vocabulary – practice with flashcards, use words in sentences
- What would happen next if the author continued with the text?
- Write a different ending for the text
- Write summary of the text

Engaging Multiple Intelligences

As you get to know your learner, try a wide variety of activities to engage multiple intelligences and see what works best. The following list of strategies will help you get started.

For more information go to: www.literacynet.org/mi/intro/index.html

Language: People who are strong in the **language** intelligence enjoy saying, hearing, and seeing words. They like telling stories. They are motivated by books, records, dramas, opportunities for writing.

- Read stories out loud.
- Keep a journal.
- Listen to an English language learner cd from library.
- Use a tape recorder to tape stories and write them down.
- After reading a section, then ask learner to explain what you've read.
- Incorporate picture dictionary, translation dictionary or translation device.

Spatial: People who are strong in the **spatial** intelligence remember things visually. They like posters, charts, and graphics. They enjoy drawing.

- Write a story and then illustrate it or illustrate a story you've read.
- Study and create maps, diagrams and graphs.
- Color code words so each syllable is a different color.
- Cut out words from a magazine and use them to create a story.
- Use colorful newspapers like *USA Today*.
- Use crossword puzzles. Make your own at puzzlemaker.com

Logic/Math: People who are strong in the **logic/math** intelligence enjoy exploring how things are related. They like to understand how things work. They like mathematical concepts. They enjoy puzzles and manipulative games. They are good at critical thinking.

- Arrange cartoons and other pictures in a logical sequence.
- Sort, categorize, and characterize word lists.
- While reading a story, stop before you've finished and predict what will happen next.
- Work with scrambled sentences. Talk about what happens when the order is changed.
- After finishing a story, create a mind map some of the main ideas and details.
- Write the directions for completing a simple job like starting a car or making breakfast.

Body Movement: People who are strong in the **body movement** intelligence like to move, dance, wiggle, walk, and swim. They are often good at sports. They have good fine motor skills. They like to take things apart and put them back together.

- Use magnetic letters, letter blocks, or letters on index cards to spell words.
- Take a walk while discussing a story or gathering ideas for a story.
- Trace key words with their finger. Use arm (extend without bending your elbow) to write letters and words in the air.
- Change the place where you write and use different kinds of tools to write, ie., typewriter, computer, whiteboard, or large pieces of paper.
- Handle a Koosh ball or a worry stone during a study session.

Musical: People who are strong in the **musical** style like the rhythm and sound of language. They like poems, songs, and jingles. They enjoy humming or singing along with music.

- Use familiar song lyrics to teach language or write your own.
- Create a poem with an emphasis on certain sounds for pronunciation.
- Clap out the sounds of syllables.
- Read together (choral reading) to work on fluency and intonation.
- Use music as background while reviewing and for helping to remember new material.

Social: People who are strong in the **social** intelligence like to develop ideas and learn from other people. They like to talk. They have good social skills.

- Discuss topics that you are learning about.
- Read a dialogue or a story out loud together.
- Set up interview questions and interview family or friends. Write the results.
- Write notes to one another instead of talking.

Self: People who are strong in the **self** intelligence like to spend time by themselves and think things over. They often take in information from another person, mull it over by themselves, and come back to that person later to discuss it. They like working on projects on their own.

- Set aside time to reflect on new ideas and information.
- Encourage journal writing.
- Work on the computer.
- Use brainstorming methods before reading.
- Listen to and read "how to" tapes and books.
- Read "inspirational" thought-for-the-day books.

Nature: People who are strong in the **nature** intelligence enjoy interacting with the outside world. They are adept at noticing patterns in nature and can easily distinguish between different species of flora and fauna.

- Spend time outside during learning sessions.
- Read books and articles about nature and the environment.
- Take walks and record significant features about what you find.

Field Trips

Objectives: Practice English in daily life situations to build confidence.

Directions

In selecting field trips, think of your students' needs and interests. Choose a trip that is meaningful and useful for them. What do they need to know? Which trip might reinforce what you are studying in class? Will it be too tiring or too confusing for them? If you are teaching food, a trip to the supermarket is a good idea. A trip around the block can make directions more meaningful.

Prepare your students for the trip. Tell them about it well ahead of time. Make sure they have the necessary language and skills before the trip. Using pictures and props, introduce and drill the necessary vocabulary, structures, and gestures. If the field trip involves speaking to other people, role-play this kind of dialogue beforehand.

Plan ahead and make necessary arrangements beforehand so the field trip goes smoothly. You might even ask a shopkeeper if you can bring in your students for a field trip.

Keep several tips in mind:

- Keep the trip short, simple, and useful.
- Prepare the students for the trip.
- Limit new vocabulary and structures.
- Plan ahead for necessary arrangements and materials.
- Make it enjoyable.
- Follow up with review.

Lesson Planning

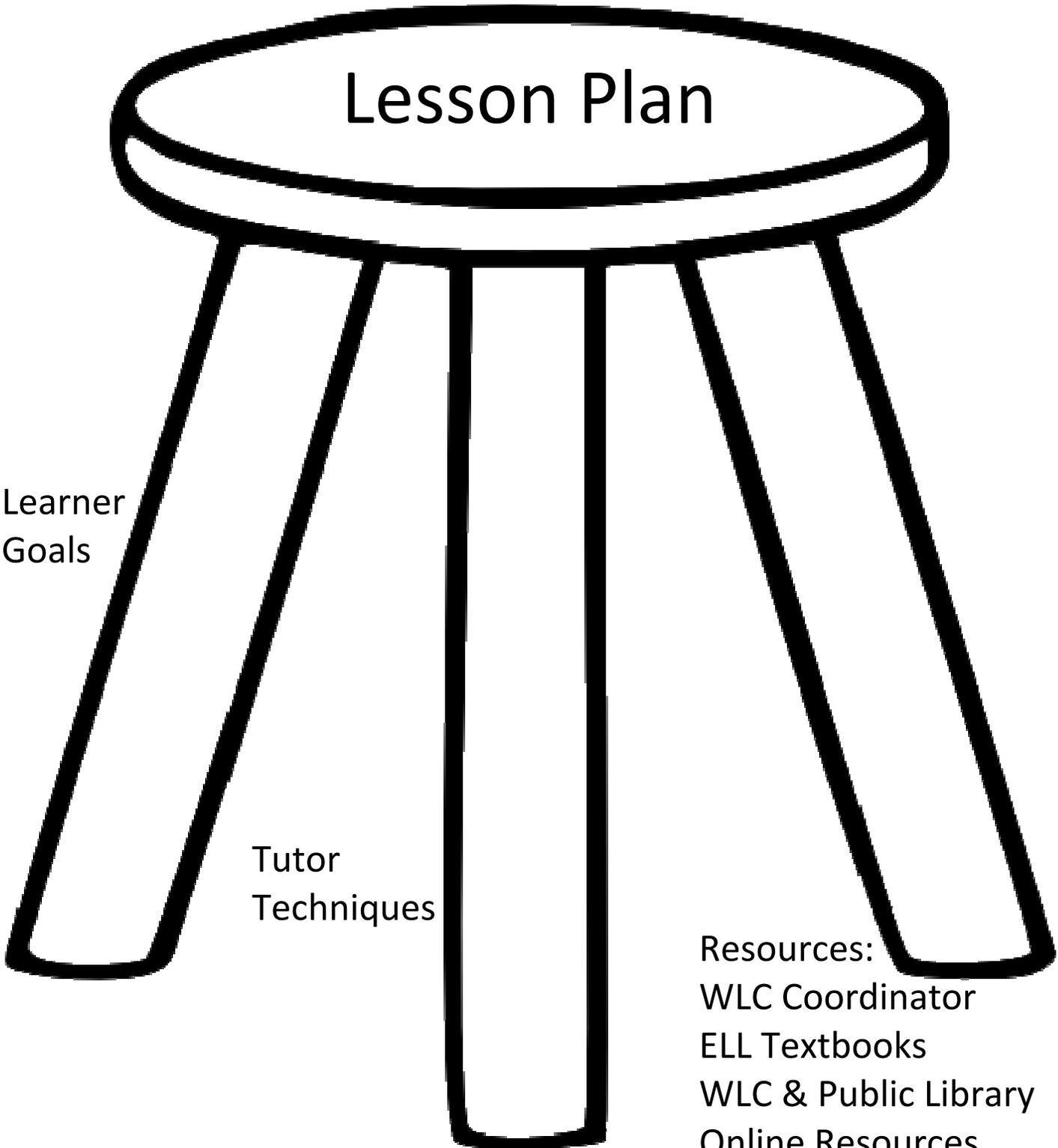
What's in a Lesson Plan?

Some basic items which may be included in a lesson plan are:

- **Lesson topic(s)**-- based on the learner's goals, this will help you focus your instruction
- **Lesson introduction**--a brief introduction will help the students understand what they will be discussing, reading and writing about
- **Learning activities**--what the students will do to learn, practice, and apply their newly acquired information
- **Reflection questions**--will help you and the students assess what was learned
- **Extra practice at home**--how the information/activity presented can be used outside the classroom in the learner's life



Lesson Plan



Learner
Goals

Tutor
Techniques

Resources:
WLC Coordinator
ELL Textbooks
WLC & Public Library
Online Resources

Lesson Plan

Lesson Topic/Learner's Goal(s): _____

Activity	Materials	Time
Introduction:		
Activities:		
Reflection Questions:		
Extra practice at home:		

Lesson Plan

Lesson Topic/Learner's Goal: Writing a check

Activity	Materials	Time
<p>Introduction: Tutor asks learner "Where do you need to write checks?"</p> <p>Brainstorm a list of businesses and write a list</p>	whiteboard or pen and paper	10 min
<p>Activities:</p> <ol style="list-style-type: none"> 1. Review a sample check together 2. Practice placing flashcards for each of the 6 section of the check (Date, Name or organization you are paying, Amount in numerals, Amount in words, Signature line, Memo line) 3. Tutor fills out a check for one of the businesses on the learner's list, talking it through with the learner 4. Learner fills out a sample check with support 5. Learner and Tutor write checks to each other (independently) 	<p>sample check (filled in)</p> <p>sample checks (blank)</p> <p>flashcards</p>	40 min
<p>Reflection Questions: What did you learn? What do you need more practice with to be able to write a check?</p>		5 min
<p>Extra practice at home: Copy the word list of numbers for spelling practice; Write a check this week for a bill that needs to be paid</p>		5 min

English Language Learner Skill Inventory

Level 1: Speaking and Listening	Can	Can't
Greet someone and respond to greeting		
Ask and answer questions about personal information (name, origin, age, birth date, address, phone, marital status, # of children)		
Say good-bye and respond to farewells		
Ask and answer Yes/No questions and simple questions that begin with: Who, What, When, Where, What time, and How much		
Follow classroom instructions (copy, repeat, listen, ask, etc.) and simple directions		
Express lack of understanding (I don't know; I don't understand)		
Count to 100		
Identify money		
Count money		
Tell time in simple terms (five, five - thirty)		
Identify the rooms and furniture in a house or apartment		
Dial a number written on a piece of paper		
Name common foods (fruits, vegetables, meats, drinks, staples)		
Express needs and wants (I need/want/have/would like; I don't need, etc.)		
Describe one's general condition or how one feels		
Identify body parts		
Name common illnesses and remedies/medicines		
Describe objects by color, size, and shape		
Describe people (young, happy, tall, etc.)		
Report an activity (I'm busy; She is sleeping)		
Follow simple directions in a medical exam		
Follow simple job related instructions		
Say and sequence the days of the week and months of the year		
Distinguish between today, tomorrow and yesterday		
Ask/respond to questions about the location of objects (next to, under, on, behind, in, near, etc.)		
Identify common jobs		
Describe basic weather conditions		
Dial 911 and provide basic information		

Level 1: Speaking and Listening	Can	Can't
Identify commonly used community resources and places (supermarket, post office, bus stop, hospital, welfare office, park, school, etc.)		
Use basic spatial directions (left, right, up, down, north, south)		
Name clothing items		
Identify common types of transportation		
Identify relationships (friend, relative, neighbor, sponsor, etc.)		
Count by ones, fives, and tens		

Level 1: Reading and Writing	Can	Can't
Write the numbers 1 - 100		
Print the alphabet		
Write name, address, phone number, and age		
Read simple signs (restroom, men, women)		
Fill out simple forms		
Read digital and numerical clock time		
Read dates		
Read prices		
Read and write days of the week and months of the year, including abbreviations		
Apply basic phonetics rules to sound out simple words		
Read and write simple statements		

Level 2: Speaking and Listening	Can	Can't
Ask and respond to questions about former jobs		
Talk about or describe self and family members/Identify extended family relationships		
Ask and answer questions that begin with How, Why, How long, Which, Whose, What kind		
Use variations of time expressions (11 :45, 15 to 12, quarter to 12)		

Level 2: Speaking and Listening	Can	Can't
Ask for clarification: What does _____ mean? Should I _____ ? Do I _____ ?		
Follow 2-3 directions given at one time (go to the bookcase, get the green book, and turn to page 9)		
Buy a stamp and mail a letter; buy a money order		
Give directions		
Follow oral instructions for taking medication		
Identify duties, tools and supplies of common jobs		
Talk about past activities		
Talk about future activities		
Make an appointment		
Call to cancel or change a meeting		
Describe skills, abilities and interests in basic words (I can _____ a little/very well; I can't _____ ; I like to _____)		
Express preferences (I like; I don't like)		
Identify important information (who, what, when, where) from a short conversation		
Use basic conversation strategies (Please speak slowly)		
Express gratitude		
Use a variety of time expressions (in the morning, two weeks ago, next year, etc.)		

Level 2: Reading and Writing	Can	Can't
Sort items according to alphabetical or numerical order		
Read a calendar and schedules		
Apply sound/symbol relationships to decode familiar and useful words that frequently occur in class, employment, or some community situations		
Read a short simplified paragraph on a single familiar topic (descriptions of people, places, things, and activities)		
Read and write various forms of dates (10-11-92 or October 11, 1992)		

Level 2: Reading and Writing	Can	Can't
Read simple directions (simplified prescriptions or labels)		
Interpret and pay bills		
Match abbreviations to long form words commonly found in ads, prescriptions, announcements, etc.		
Use basic punctuation correctly (apostrophe with contractions and possessives, periods and question marks at the end of sentences, commas in lists)		
Fill out personal information and other ESL adapted forms neatly and accurately		
Write from dictation useful and familiar one syllable words that use the regular spellings of English consonant and short vowel sounds (shop, bank) and frequently used sight words (name of city and state, classroom items, family members, etc.)		

Level 3: Speaking and Listening	Can	Can't
Call in sick/late; explain tardiness or absence for self or children		
Give reason or excuse for behavior when necessary/Identify and explain mistakes, errors/Accept feedback in a work situation		
Report an injury, accident or incident (cause, results, location)		
State an opinion or an idea		
Respond to warnings, rules, or regulations		
Apologize		
Obtain bus schedule information over the telephone		
Give and follow verbal and map directions to a particular place		
State skills and interests clearly in a job (e.g. interview), life skills or social situation		
Explain and compare common practices and activities (e.g. customs, job duties, training programs, etc.)		
Make a complaint (to teacher, landlord, store manager)		
Respond correctly to negative and tag questions (e.g. You don't have it, do you?)		

Level 3: Speaking and Listening	Can	Can't
Respond appropriately to criticism, compliments, condolences, and simple requests for more information or clarification		
Talk/ask about hobbies, interests, and recreational activities		
Use vocabulary related to insurance, driver's license, and banking needs		
Ask for operator assistance and call information		
Ask questions related to parent/teacher conference		
Ask questions related to pay, benefits, work rules, and policies		
Identify the units in the U.S. measurement system and their abbreviations (e.g. area, volume, temperature, and distance)		

Level 3: Reading and Writing	Can	Can't
Apply simple context clues to decode the meaning of new words occurring in related sentences and questions (e.g. punctuation or signal words)		
Identify the units in the U.S. measurement system and their abbreviations		
Read short text on familiar topics with clear structure (e.g. clear main idea, sequential, etc.)		
Write simple notes and messages (e.g. note to teacher about sick child, explanation about class absence, or note to boss or co-worker)		
Locate places and determine distance and routes using maps and schedules		
Write down a message received over the phone		
Locate a word, number, or item in alphabetical or numerical order (e.g. telephone book, building directories, etc.)		
Complete a simplified medical history form and job application		
Extract information from job descriptions and announcements		
Apply sound/symbol relationship to decode useful, common words occurring in related sentences and questions		
Write a check		
Interpret and demonstrate compliance with safety regulations and licensing requirements (e.g. driving, fishing)		

Level 4: Speaking and Listening	Can	Can't
Ask for and respond to complex instructions and clarification from a supervisor		
Provide accurate personal background and employment history in employment or social settings		
Ask for and agree or disagree with an opinion		
Obtain and summarize information from and respond to a radio or television announcement or phone message		
Persuade someone to do something		
Describe the steps in a process (e.g. how to make, do, or repair something)		
Ask about corrections or mistakes on bills		
Respond appropriately to telephone answering machines		
Answer questions and provide information in mock job interview		
Clearly state reasons for personal decisions regarding work, family, citizenship, and school		
Understand common idioms and two-word verbs		
Use appropriate conversation management strategies such as interrupting politely, including others, and ending a conversation		
Request, confirm, and clarify basic information in a variety of situations including telephone conversations on a familiar subject		
Ask for and give directions using a map		
Ask for operator assistance and call information		

Level 4: Reading and Writing	Can	Can't
Read and write detailed messages		
Read and extract information from diagrams, charts, graphs, and reading passages		
Transcribe information from a radio or television announcement		
Scan and interpret newspaper or magazine articles		
Write a simple resume or fill out a detailed work history form		
Interpret job announcements, comparing and categorizing titles, duties, salaries, advancement opportunities, etc.		